

Name _____

Family Times

Unit 3 Selection Summaries

In Unit 3, you read these selections:

Week 1 *How Do You Raise a Raisin?*

This nonfiction story tells all kinds of facts about raisins—how they are grown, how they get to your table, and their importance to people throughout history.

Week 2 *Pushing Up the Sky*

Myths help us use our imagination to create stories that explain the natural world. This is a myth that explains how the sky moved to where it is today.

Week 3 *Seeing Stars*

Stars are always in the sky. Stars are spheres of fiery gas. Learn more facts about stars.

Week 4 *A Symphony of Whales*

A young girl has a special gift that helps her save the whales from certain death.

Week 5 *Around One Cactus*

In the harsh climate of the Sonoran desert, the saguaro cactus is critical to the survival of other creatures, from tiny hummingbirds to desert foxes.

Activity

Living with Nature The stories in Unit 3 are about nature and the skills that help living things thrive. Summarize one of the stories and discuss with someone in your family what you learned about nature from that story. How did the story affect the way you think about nature?

Comprehension Skills Review

These are some comprehension skills you learned about in Unit 3:

A **cause** tells why something happened. An **effect** is what happened.

When you **draw a conclusion**, you reach a decision after thinking about facts, details, and what you already know about something.

Activity

Picture This Draw a picture that shows something that happened in your favorite story in Unit 3. Draw another picture of something in the story that caused that event. Ask someone in your family to look at your drawings and decide which one is the cause and which one shows the effect. Discuss how he or she drew that conclusion from your pictures.

Vocabulary Skills Review

These are some vocabulary skills you learned about in Unit 3:

Homophones are words that are pronounced the same way but have different meanings and different spellings.

Context clues are words and sentences around an unknown word that help you figure out the meaning of the unfamiliar word.

A **dictionary** is a book that explains the meanings of words arranged in alphabetical order.

Activity

Word Pairs Here are some homophones from Unit 3. Have a family member pick one of the words from the list and use it in a sentence. Listen to the sentence, spell the word, and then explain how you knew the meaning of the word by using the clues from the sentence.

herd
would
four
knead
world
build

Unit Question

How are people and nature connected?

Write two Amazing Facts or Ideas that you learned in Unit 3 about nature.

Spelling Review

Here are some of the words you learned to spell in Unit 3.

change
climb
crack
disagree
disappear
finally
he'd
I'd
know
let's
misspell
quietly
recall
safely
thumb
you'll

Activity

Making Sentences Play a game with someone in your family. Combine some of the words on the list to make a sentence. Use only the words on this list. See who can form the most sentences from the word list.

Name _____

Contractions

Directions Read the sentences. Underline the contractions. Then write the two words that make up the contraction on the line after the sentence.

1. Dan hasn't played guitar before. _____
2. This year he decided he'd like to learn to play. _____
3. His dad and mom said they'd let him take lessons. _____
4. His dad said he wasn't too young to start. _____
5. His sister said she'd like to learn drums. _____
6. Their parents weren't too thrilled with that idea. _____

Directions Use each pair of words to make a contraction. Write the contraction on the line.

- | | | | |
|-------|--------------|-------|---------------|
| _____ | 7. I am | _____ | 14. they have |
| _____ | 8. have not | _____ | 15. she will |
| _____ | 9. we will | _____ | 16. she has |
| _____ | 10. has not | _____ | 17. we will |
| _____ | 11. I would | _____ | 18. they are |
| _____ | 12. you have | _____ | 19. we have |
| _____ | 13. he is | _____ | 20. you are |



Home Activity Your child formed contractions by using an apostrophe to take the place of letters that are left out. Ask your child to write sentences using the contractions on this page.

Name _____

Vocabulary

Check the Words You Know

___area	___proof
___artificial	___raise
___grapevine	___raisin
___preservative	

Directions Match the word with its meaning.

- | | |
|-----------------|---|
| 1. raisin | not found in nature |
| 2. preservative | to grow, as on a farm |
| 3. area | a plant on which grapes grow |
| 4. proof | a region or part of the country |
| 5. grapevine | substance that keeps food from spoiling |
| 6. raise | a dried grape |
| 7. artificial | evidence that a statement is true |

Directions Complete the sentence with a word from the box that fits the meaning of the sentence.

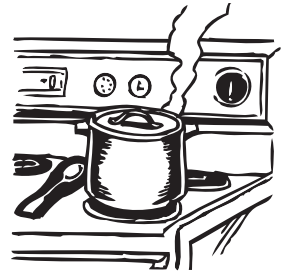
8. I do not like _____ coloring in my food.
9. I don't believe you can grow plants with no water. I need to see _____.
10. What _____ of the country do you come from?
11. The _____ was heavy with ripe grapes.
12. My brother and I _____ chickens and sell their eggs.
13. You can dry a grape in the sun to make a _____.
14. A _____ can help keep food fresh.



Home Activity Your child defined and used vocabulary words from *How Do You Raise a Raisin?* Read the words in the box with your child. Then have him or her write original sentences using these words.

Read the story.

Answer the questions.



Cooking Dinner

“Hey, Nia!” Nia heard her mom calling. “Can you come into the kitchen and help me with dinner?”

Nia loved to help her mom cook. She raced down the hallway and into the kitchen. “What are you making, Mom?” she asked.

“We’re having rice and chicken,” her mom replied. “I need you to stir the rice while I get the chicken ready for the oven.”

Nia took the wooden spoon and began stirring. Her mother squeezed lemon juice over the chicken.

“Why do you do that?” Nia asked.

“It makes the chicken taste delicious and lemony,” her mom answered.

Nia stirred and stirred the rice as her mom occasionally added more broth to it. Soon the rice thickened and became harder to stir. Nia’s arm grew tired.

“I know it’s hard work, but it’s important to keep stirring the rice so it will be fluffy and light,” Nia’s mom said. “Sticky, heavy rice will not taste good.”

Nia’s mom left the kitchen for a moment. Nia stirred more slowly as she reviewed things that happened at school that day. Lost in thought, she stopped stirring the rice.

When Nia’s mom came back into the kitchen, they sat down to eat. Nia ate a forkful of the rice on her plate. *Yuck*, she thought. *The rice is heavy and sticky.* Then she tried the chicken. It was dry, but she did not want to say anything.

Name _____

“The rice isn’t very good, is it?” Nia said to her mom.

“And this chicken is awfully dry,” her mom replied.

Then both Nia and her mom started to laugh. “The rice is bad because I forgot to keep stirring it,” said Nia.

“And the chicken is dry because I overcooked it,” said Nia’s mom. “Some cooks, aren’t we? Together, we ruined dinner!”

-
1. Reread the first two paragraphs. Write one fact the author tells you about Nia.
-

-
2. Why do you think Nia doesn’t want to say anything at first about the chicken to her mom?
-

-
3. Use your background knowledge and the information you read in the story to draw a conclusion about Nia’s relationship with her mom.
-
-
-



Home Activity Your child used background knowledge and details in the story to draw conclusions. With your child, take turns describing activities, such as cooking dinner, that take place in your home. Have the listener use details from the descriptions to draw conclusions and guess the activities described.

Prefixes *un-*, *re-*, *mis-*, *dis-*, *non-*

Directions Use one of the prefixes in the box to make a word that matches the definition. Write the word on the line.

mis- **dis-** **re-** **un-** **non-**

1. heat again _____
2. not honest _____
3. put in the wrong place _____
4. not known _____
5. not making sense _____
6. not real _____
7. played again _____
8. not obey _____
9. write again _____

Directions Use one of the words you wrote above to complete each sentence. Be sure that the word makes sense in the sentence.

10. If the soup is not hot enough, Mary can _____ it.
11. We enjoyed the CD so we _____ it.
12. It is foolish to _____ the traffic signals.
13. I made changes to my story, so now I will _____ it.
14. Taking something that is not yours is _____.
15. That story about the two-headed chicken is _____.



Home Activity Your child used and identified meanings of the prefixes *un-*, *re-*, *mis-*, *dis-*, and *non-*. With your child, list more words with the same prefixes. Have your child use them in sentences.

Vocabulary

Directions Write the word from the box above that goes with each meaning.

1. _____ bonelike growths on the head of an animal
2. _____ someone who tells a story
3. _____ formed a picture in your mind about something
4. _____ words and grammar people use to communicate
5. _____ jabbed with a finger or stick
6. _____ above the head

Check the Words You Know

____ antlers
____ imagined
____ languages
____ narrator
____ overhead
____ poked

Directions Write the words from the box to complete the story.

The movie began by showing dark storm clouds _____. Then we heard the voice of the _____ as he began the story. “This is a story of when the world was new,” he said. I closed my eyes and _____ what the world looked like then.

“This is the story of how people came to speak many _____,” the narrator continued. “It was a time when skunks did not have stripes, and the moose did not have _____.”

I started to say something to Ray, but he _____ me and said, “Shh! I want to hear the story.”



Home Activity Your child identified and used vocabulary words from *Pushing Up the Sky*. Review the words with your child. Then ask your child to write and illustrate a poem using some of the vocabulary words.

Read the story.

Answer the questions.

Pounding Rice

A Short Play Based on a Myth from the Philippines

Characters: Narrator, Woman 1, Woman 2

Setting: Outdoors, long ago



Narrator: In ancient times, people grew rice to eat. It was necessary to pound the rice to separate it from its stalks. To pound rice, a mortar and pestle were used. A mortar is a deep bowl and a pestle is a short stick with a thick, rounded end.

Woman 1: The rice harvest is in. We must begin pounding rice today.

Woman 2: Pounding rice is such difficult work. I'm grateful we do it only once a year.

Woman 1: You should remove your beaded necklace before we begin, since it will probably get in the way.

Woman 2: You should put down your comb, since it will get in the way as well.

Woman 1: Yes, that's true. Let's hang them both in the sky.

Narrator: Long ago, the sky was very close to the ground. People could put things in it. So the first woman hung her comb in the sky, and the second woman hung her beaded necklace there. Then they began pounding rice.

Name _____

Woman 1: My arm is already tired.

Woman 2: My arm is tired, too. Ouch! I hit the sky with my pestle!

Woman 1: Ow! I did the same thing. The sky is too close. It's getting in our way!

Woman 2 (*pounds hard*): There! I hit the sky harder with my pestle. That ought to get it out of our way.

Woman 1: Wow! You hit the sky hard. Look how far it's rising!

Woman 2: Oh no! My beads! And your comb!

Narrator: The women hit the sky so hard, it rose up very high and never came back down. The first woman's comb became the moon. The second woman's beads became the stars. The moon and stars are there to this day.

1. Who are the characters in this play?

2. What is the setting in this play?

3. Tell what happens first, next, and last in the play.

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Home Activity Your child identified characters, setting, and plot in a play. Ask your child to help you retell a familiar fable or folktale. Then discuss the characters, setting, and plot.

Spellings of /j/, /k/, /s/

Directions Draw a line under the words that have the /j/ sound that you hear in **jar**, **large**, and **edge**. Then write the words on the lines below the sentences.

1. Jassie took a big piece of fudge.
2. The storm caused a lot of damage to the bridge.
3. The large room had a stage at one end.
4. I suggested Greg put less sugar in his jam.

Directions Circle the words in the box that have the sound /k/ spelled *k*, *c*, *ck*, and *ch* as in **mark**, **cost**, **pick**, and **school**. Then write the words on the lines.

decide picket think chemical choose camel certain much

5. _____
7. _____
6. _____
8. _____

Directions Circle the words with the sound /s/ as in **person** and **pencil**. Then use each word in a sentence.

decide is across chance become
counting once simple wish whisper

9. _____
10. _____
11. _____
12. _____
13. _____
14. _____



Home Activity Your child wrote words with the /j/ sound in *jar*, *large*, and *edge*, the /s/ sound in *person* and *pencil*, and the /k/ sound in *mark*, *cost*, *pick*, and *chorus*. With your child, make a list of other words with the /j/, /k/, and /s/ sounds. Write a poem with your child, using some of the words.

Name _____

Vocabulary

Directions Read each clue. Write the word from the box above that fits the clue.

1. Something not liquid or solid _____
2. Very large; huge _____
3. To glow with light _____
4. How hot or cold something is _____
5. Not bright _____
6. A kind of cup with a long handle _____

Check the Words You Know

_____dim
 _____gas
 _____gigantic
 _____ladle
 _____patterns
 _____shine
 _____temperature

Directions Read the sentences. Write the word from the box above that makes sense in each sentence.

7. In the desert, the _____ can reach 120°F during the day.
8. The moon seems to _____ more brightly in the winter.
9. The sunlight and shadows make pretty light and dark _____ on the sidewalk.
10. George dipped the _____ into the steaming pot of soup.
11. Oxygen is a _____ we cannot live without.
12. The tiny light bulb only gave off a _____ light.
13. Compared to the Earth, the sun is _____.



Home Activity Your child identified and used vocabulary words from *Seeing Stars*. Read the words on this page together. Have your child use them in sentences to talk about the selection, or about what he or she has learned about stars.

Read the story.

Answer the questions.

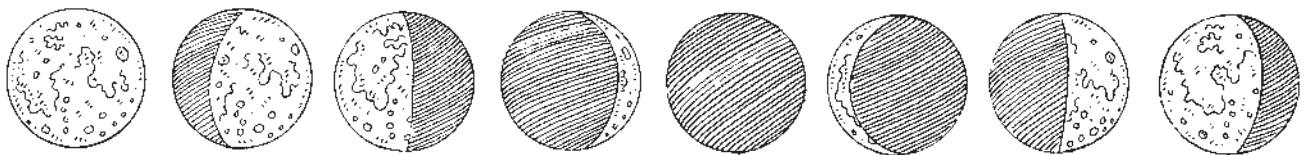


The Moon

When the sun appears to set in the evening, something else may light up the night sky. The large white orb that appears on most nights is Earth's moon. Some planets have many moons, but Earth has only one. People have been studying Earth's moon for thousands of years.

Sometimes we can't see the moon at all, but that doesn't mean it isn't there. Unlike the sun, the moon does not shine by its own light. Instead, it reflects light from the sun. That's because the moon revolves, or circles, around Earth in much the same way Earth revolves around the sun. It takes about one month for the moon to revolve once around Earth. As the moon moves, sunlight is reflected off the part of the moon that faces the sun. We see only the lighted part that faces the Earth.

As the moon revolves around Earth, we see different amounts of the moon's lighted part. A full moon is when the moon appears big and round. We can see all of the lighted part. After the full moon, we see less of the moon each night. We can't see a new moon at all in the sky. A half moon is when half of the moon is lit up. Between a new moon and a half moon is a crescent moon.



Phases of the Moon

Name _____

Each month, as the lighted part of the moon becomes larger, we say the moon is waxing. As it gets smaller, we say it is waning. However, whether the moon is waxing or waning, it has a great effect on Earth. For instance, the moon causes high and low ocean tides.



People use a telescope to look at the surface of the moon.

The first spacecraft to visit the moon was launched in 1959. Then, in 1969, United States astronauts visited the moon. While people watched on television, the astronauts walked on the moon. It was a very important moment in history!

The moon is still the only place in space where humans have landed. There are plans to land on the planet Mars, but that probably won't happen for many years. Until then, the moon remains the place in outer space that we know best.

1. What does the diagram show on page 207?

2. If you go out on a clear night when there is a new moon, do you think it will be darker or brighter than when there is a half moon? Tell why. Look at the diagram on p. 207 for clues.

3. What does the picture on this page show? Use the caption to help you.



Home Activity Your child used a diagram and a picture with a caption to answer questions about the moon. Look through an illustrated nonfiction book or magazine together. Read the captions aloud and discuss with your child the information they contain.

Suffixes **-ly, -ful, -ness, -less, -able, -ible**

Directions Read the sentences. Add the suffix **-ly, -ful, -ness, -less, -able, or -ible** to the base word in (). Write the new word on the line to complete the sentence. Remember that you may have to change the spelling of the base word.

- (grace) 1. Marcia is such a _____ dancer.
- (beauty) 2. She looks _____ in her costume.
- (quick) 3. She learned the new dances very _____.
- (happy) 4. You can tell she loves dancing. Her face shines with
_____ when she dances.
- (enjoy) 5. She makes the dances look so _____.

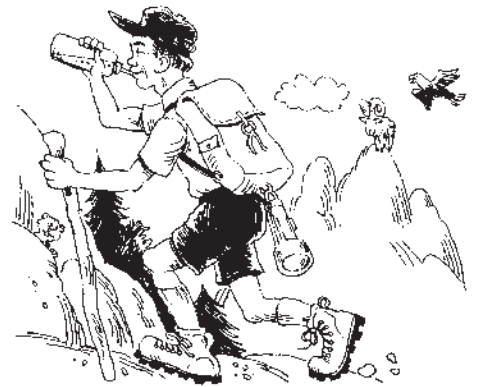
Directions Add the suffix **-ly, -ful, -ness, -less, -able, or -ible** to each base word. Write the new word on the line. Remember that you might have to change the spelling of the base word.

- | | | | | |
|------------|---|-------|---|-------|
| 6. like | + | -able | = | _____ |
| 7. kind | + | -ness | = | _____ |
| 8. ill | + | -ness | = | _____ |
| 9. convert | + | -ible | = | _____ |
| 10. depend | + | -able | = | _____ |
| 11. safe | + | -ly | = | _____ |
| 12. play | + | -ful | = | _____ |
| 13. happy | + | -ly | = | _____ |
| 14. final | + | -ly | = | _____ |
| 15. use | + | -less | = | _____ |



Home Activity Your child wrote words with the suffixes **-ly** (*safely*), **-ful** (*playful*), **-ness** (*illness*), **-less** (*useless*), **-able** (*dependable*), and **-ible** (*convertible*). Write base words such as *slow, thank, safe, kind, comfort, soft, and help* on cards. Make other cards with the suffixes on this page. Ask your child to make new words by putting the words and the suffixes together.

Read the story. Then follow the directions and answer the questions.



Hiking to the Top

Gavin was excited. Today he was taking a hike with his dad. They were hiking to the top of Mount Randall. The whole hike would take about three hours.

Gavin loved to hike. He enjoyed looking at the plants on the trail. Sometimes, he even spotted animals. Once, a fox had run across the path, right in front of him!

When they got to the start of the trail, Gavin's dad put on a knapsack filled with water and snacks.

"Are you ready?" he asked Gavin. "Let's go."

The two of them began walking. The trail was made of dirt and leaves. There were giant trees all around them. The trees were taller than many buildings in Gavin's town. Their green leaves cast shadows on the trail, making it cool and shady. The only sound was the crunch of dead leaves underfoot. Neither Gavin nor his dad said anything. Together, they enjoyed the silence.

Soon, the forest began to thin out. The trail wound through a meadow. The meadow was filled with grass and wildflowers. Gavin saw purple and yellow and pink flowers. Above him, birds flew through the air, twittering.

Suddenly, Gavin spotted something out of the corner of his eye. He turned toward it. It was a large brown rabbit. Its fur looked soft and shiny. The rabbit froze and looked at Gavin for what seemed like a long time. Then it bounded away.

Gavin and his dad kept walking. They had entered the last part of the hike. Here, there were a lot of rocks to climb over. Most of the trees had disappeared. Everything looked barren.

Gavin and his dad climbed up a large rock. Finally, they were at the top of the mountain. The sky was blue above them. Gavin could see for miles around. He could see his town, and Keyser Lake, down through a thicket of trees. The view was amazing.

Gavin smiled at his dad. This was why he loved hiking so much.

1. What can you generalize about hiking from the story?

2. There are different kinds of plants and animals to see when hiking up a mountain. Underline at least three things in the story to support this.



Home Activity Your child made and supported generalizations based on things he or she read in the story. Have your child tell something he or she can generalize about Gavin's dad from the story.

Consonant Patterns *wr, kn, gn, st, mb*

Directions Read the words. Cross out the silent consonant letters.

- | | | | | |
|----------|-----------|-----------|----------|------------|
| 1. climb | 2. knot | 3. comb | 4. gnaw | 5. knit |
| 6. write | 7. listen | 8. design | 9. wrong | 10. fasten |

Directions Read the sentences. Choose the word from the () with silent consonants as in *wr, kn, gn, st, or mb* to complete each sentence. Write the word on the line.

11. We decided to _____ up the mountain. (hike, climb)
12. We had our lunch in our _____. (pockets, knapsacks)
13. I had my camera strap around my _____. (waist, wrist)
14. We _____ to the weather forecast before we went. (listened, tuned)
15. We didn't _____ the weather would turn cold later. (know, think)
16. It got warm while we hiked, so Marta _____ her jacket.
(unzipped, unfastened)
17. At the top of the mountain, we ate every _____ of our lunches.
(crumb, bit)
18. Then we saw _____ that the weather was changing. (signs, marks)
19. As we hurried back, Marta fell and hurt her _____. (arm, thumb)
20. By the time we got home, her hand was _____. (numb, swollen)



Home Activity Your child wrote words with the silent consonants *wr* (*wrist*), *kn* (*know*), *st* (*listen*), *mb* (*thumb*), and *gn* (*gnaw*). Work with your child, using a dictionary to name more words with those silent letters. Write a silly poem together, using some of the words.

Name _____

Vocabulary

Directions Match the word with its meaning.

- | | |
|---------------|---------------|
| 1. incredible | without water |
| 2. lofty | subject |
| 3. search | to look for |
| 4. unseen | high up |
| 5. waterless | unbelievable |
| 6. topic | not noticed |

Directions Use a word from the box to complete each sentence. Write the word on the line.

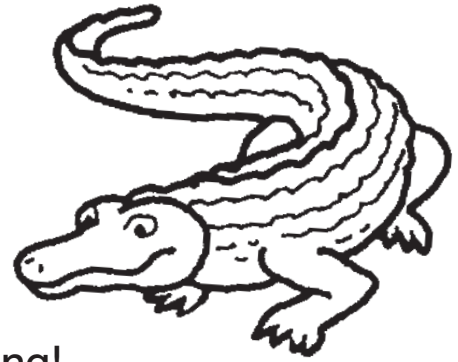
incredible noble search stinging survivors unseen

1. The search party looked in the desert for _____ of the plane crash.
2. A wasp is a _____ insect.
3. The park rangers would lead the _____ for the lost campers.
4. The desert in bloom is an _____ sight.
5. The bald eagle is a _____ -looking bird.
6. Animal life in the desert may go _____ , but it is everywhere.



Home Activity Your child defined and used vocabulary words from *Around One Cactus*. Read the words with your child. Then have him or her write sentences using the words.

Name _____

Read the poem.**Answer** the questions.

The Swamp

Come walk on the boardwalk. Come on along!
It's a bridge made of planks and boards so strong.
You're safe and dry over water so dark
Here in the swamp that runs through the park.

A swamp is a home for things big and small
Like gators and skeeters and trees quite tall.
There are spiders and turtles and fish so bright,
Most sleeping by day and hunting at night.

SPLASH! "What was that?" you say to yourself.
"A fat mamma raccoon just washing herself?
An otter or two in a race in the creek?
Or a great gray heron with a fish in its beak?"

Deeper you go through the trees and the shade,
Looking for treasures that nature made.
Next to your bridge is a trail on the ground.
What could have walked there so big and so round?

Name _____

Just as you start to figure it out,
 You hear up ahead a group of young scouts.
 They're laughing and happy and not at all frightened.
 Instead, they seem eager and very enlightened.

The scout leader tells you to walk to the end
 Where the swamp meets the lake around a big bend.
 The scouts say, "Goodbye, we'll see you later.
 Enjoy your view of a . . .
Florida 'gator!"

1. What do you think made, or caused, the path next to the boardwalk?

2. Reread the part of the poem that begins with *SPLASH!*
 Underline the names of animals that might have caused the splash.

3. Suppose you are on a boardwalk over a swamp. You see ripples in the dark water underneath you. List at least two animals that might cause the ripples.

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Home Activity Your child identified causes and effects in a poem. Go on a walk outdoors with your child and talk about causes and effects you see, feel, and hear in nature, such as the wind blowing your hair or the sound of a bird singing.